

# South Dakota

## *Stanford Writing Administration* (Grades 5, 7, and 10)



2008

### Test Coordinator's Handbook/ Supplemental Directions for Test Administrators



District Test Coordinator	
Name:	_____
Phone:	_____
Cell:	_____
E-mail:	_____

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## Spring 2008 *Stanford Writing Administration*

The *Stanford Writing* assessment is administered to students in grades 5, 7, and 10.

Critical Dates for the <i>Stanford Writing Administration</i>	
Jan. 21–25, 2008	Enrollment collection via Spectrum
Feb. 11–15, 2008	Scheduled delivery of <i>Stanford Writing</i> assessment materials
Feb. 11–15, 2008	Pretest workshops
Feb. 18–20, 2008	Order additional test materials via Spectrum <i>Orders received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
Feb. 25–29, 2008	<b><i>Stanford Writing</i> administration</b>
Mar. 3, 2008	LAST DAY for scorable documents to be picked up by UPS
Mar. 5, 2008	LAST DAY for scorable documents to be delivered to Pearson's Scoring Center
May 15, 2008	Districts receive <i>Stanford Writing</i> results

### NOTE:

The *Stanford Writing* assessment has been modified to include 2 writing prompts at each grade. Teachers/examiners are to instruct students to select and respond to the prompt of their choice. Students are not to respond to both prompts.

If you have questions or concerns regarding the *Stanford Writing* assessment, please contact Carla Leingang at 605-773-8196 or [carla.leingang@state.sd.us](mailto:carla.leingang@state.sd.us).

If you have general assessment questions, please contact Gay Pickner at 605-773-3247 or [gay.pickner@state.sd.us](mailto:gay.pickner@state.sd.us).

## Activities Before Administration

### Enrollment Data and Assessment Material Allocations

The Department of Education will provide an enrollment file to Pearson. This enrollment file will be used to create pre-ID labels and material shipments.

### Assessment Materials Provided

- ☐ *Stanford Writing* prompts
- ☐ *Stanford Writing Directions for Administering* manuals
- ☐ *Stanford Writing Student Response Booklets*
- ☐ *Test Coordinator's Kit*, including:
  - Pre-ID labels (may arrive in a separate shipment)
  - Paper bands for securing answer documents
  - Scoring Service Identification (SSID) sheets
  - Master File Sheets
  - Order for *Optional Scoring Service* (OSS) form
  - UPS shipping labels
  - ORANGE peel-and-stick return labels for scorable materials
  - *Test Coordinator's Handbook/Supplemental Directions for Test Administrators*

### Receive and Inventory Assessment Materials

Verify the contents of the *Stanford Writing* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If additional test materials are needed, place additional orders using Spectrum during the week of February 18–21, 2008, to ensure delivery prior to the test administration.

If there is a discrepancy between the packing list and the quantities received, contact the **Customer Support Center at 1-800-763-2306 or [customersupportcenter@harcourt.com](mailto:customersupportcenter@harcourt.com)**.

Separate the *Stanford Writing Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning assessment materials to Pearson (formerly Harcourt Assessment).

### Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by Special Education proctors and examiners.

Spring 2008 *Stanford Writing* Administration

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Test security agreements and affidavits must be completed prior to the *Stanford Writing* administration.

**Before the administration of the *Stanford Writing* assessment:**

- 1. Fill in the title of the assessment on the *Test Security Agreement/Affidavit*.**
- 2. Review and sign the *Test Security Agreement/Affidavit* for test coordinators.**
- 3. Copy and disseminate the *Test Security Agreement/Affidavit* to all proctors and collect the signed documents prior to distributing assessment materials.**

Upon completion of testing make a copy for the district files, and send the original to:

**Gay Pickner  
c/o South Dakota Department of Education  
700 Governors Drive  
Pierre, SD 57501**

Retain a copy of the *Test Security Agreement/Affidavit* for your records.

## Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule the *Stanford Writing* assessment dates and times within the statewide administration period of **February 25–29, 2008**, including any make-up sessions. Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Pearson (formerly Harcourt Assessment) **NO LATER THAN March 5, 2008**.

## Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teachers/examiners (and building coordinators) to ensure a successful administration of the *Stanford Writing* assessment. This training should include information provided by the South Dakota Department of Education and Pearson (formerly Harcourt Assessment), this *Test Coordinator's Handbook/Supplemental Directions for Test Administrators*, and the *Stanford Writing Directions for Administering*.

Familiarize yourself with this *Test Coordinator's Handbook/Supplemental Directions for Test Administrators* and the *Stanford Writing Directions for Administering* prior to your training session(s). Teachers/examiners should review the *Stanford Writing Directions for Administering* prior to testing. You may wish to collect the *Stanford Writing Directions for Administering* after training and then redistribute them prior to testing to ensure that all teachers/examiners receive a copy for the administration.

The following topics should be reviewed during your training session(s):

- ☐ responsibilities of teachers/examiners
- ☐ test security, including the *Test Security Affidavit* for teachers/examiners
- ☐ the assessment schedule
- ☐ preparation of appropriate assessment locations
- ☐ informing and preparing students for the assessment
- ☐ providing accommodations for students
- ☐ coding demographic information on student response booklets
- ☐ monitoring students during the administration
- ☐ use of classroom proctors/interpreters (if necessary)
- ☐ preparing and returning assessment materials

Pages 8 through 17 of this handbook include instructions and information to be photocopied and distributed at your training session(s) for teachers/examiners. This information is not published within the *Stanford Writing Directions for Administering*.

## Distribute Assessment Materials to Teachers/Examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook/Supplemental Directions for Test Administrators* and the *Stanford Writing Directions for Administering*.

Distribute the SSID sheets and paper bands to building coordinators and/or teachers/examiners for use organizing and returning completed response booklets.

The following information is not included within the *Stanford Writing Directions for Administering*.  
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

## RESPONSIBILITIES OF THE TEACHER/EXAMINER

### NOTE:

The *Stanford Writing* assessment has been modified to include 2 writing prompts at each grade. Teachers/examiners are to instruct students to select and respond to the prompt of their choice. Students are not to respond to both prompts.

### Prepare for the *Stanford Writing* Assessment

Check to be sure that you have received the correct *Stanford Writing* assessment materials in sufficient quantities for your students.

Ensure that the following supplies are available prior to the administration:

- ☐ a sufficient quantity of sharpened No. 2 pencils with erasers
- ☐ pencil sharpeners
- ☐ the writing prompt and student response booklet for demonstration purposes
- ☐ a clock
- ☐ a "TESTING — DO NOT DISTURB" sign to post outside the classroom door

Ensure that all assessment materials are kept in a secure storage area until you are ready to administer the assessment. The topic of the *Stanford Writing* assessment should not be disclosed to any student(s) prior to the administration.

### Establish the Assessment Environment

The *Stanford Writing* assessment should be conducted in a room that does not crowd students. Good lighting, ventilation, freedom from noise and interruptions, comfortable seats, and smooth, hard writing surfaces are important factors to consider when selecting a location. The writing surfaces should be large enough to accommodate a writing prompt and a student response booklet. Students should be seated in such a way that they will not be tempted to look at the work of others. To prevent confusion, arrangements for the seating of students should be completed prior to administration.

### Prepare the Response Booklets before the Assessment

The student demographic information should be completed prior to the administration of the assessment. An example of the *Stanford Writing* student response booklet demographic page is provided for reference on the following page.

**When pre-ID labels are provided and all information is correct**, place the pre-ID label within the designated area on the demographic page. Corrections to preprinted information on the label are not permissible.

**When information on the label is incorrect or placed incorrectly on the response booklet, or if labels are not provided**, complete, or have students complete, the information following the instructions within the *Stanford Writing Directions for Administering*. Ensure that each student prints his or her student number in the appropriate boxes and fills in the circles below the boxes with his or her nine-digit SIMS student identification number. **Information on the pre-ID label will override any handwritten information completed.**





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The following information is not included within the *Stanford Writing Directions for Administering*.  
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

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### Inspect and Organize the Student Response Booklets

Inspect the students' response booklets to ensure that:

- ☐ the proper form and level of the writing prompt have been recorded.
  - ☐ student responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be scanned properly, and these should be marked over with a black, soft-lead (No. 2) pencil.
  - ☐ the pre-ID labels have been properly affixed.
- OR
- ☐ the name grid has been completed and only one circle is filled in for each letter in the columns provided. The empty circles should be filled in for all boxes left blank, and the date of birth section should be completed and accurate.

**After testing, complete the "Other Information" section** of the demographic page for students assessed with standard accommodations.

### Organize the Student Response Booklets

**GRADE 5 teachers/examiners** must complete both sides of an SSID sheet and place the completed SSID sheet on top of their classroom's stack of response booklets. Arrange the student response booklets so that the back cover with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. **Each grade 5 classroom constitutes a separate grouping.** Place the paper band provided around each group. (The paper band is a long piece of paper that must be wrapped around the response booklets and fastened to itself with tape.) Be sure that the paper band is clearly marked with the school's name, grade, and series number (e.g., 1 of 1). **Do not bind response booklets with clips or rubber bands, as these will damage the edges of the booklets. Ensure that *Stanford Writing* prompts are not mixed with or inside response booklets.**

**GRADES 7 and 10 teachers/examiners** should arrange the student response booklets so that the back cover with the name grid is facing up and the margin that contains the black horizontal bars is on the left. **Do not bind response booklets with clips or rubber bands, as these will damage the edges of the booklets. Ensure that *Stanford Writing* prompts are not mixed with or inside response booklets.** Teachers/ examiners WILL NOT complete an SSID sheet. The test coordinator will complete one SSID sheet for all grade 7 and all grade 10 students in each school.

**ALL teachers/examiners** must return completed student response booklets to their building or test coordinators as instructed above. *Stanford Writing* prompts, *Stanford Writing Directions for Administering*, and unused *Stanford Writing* student response booklets must also be returned to the building or test coordinator.

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The following information is not included within the *Stanford Writing Directions for Administering*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

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### **Assessment Accommodations for Limited English Proficient Students**

The *Stanford Writing* assessment is administered to all students in grades 5, 7, and 10. All students identified as limited English proficient (LEP) in grades 5, 7, and 10 must participate in this assessment (*No Child Left Behind Act of 2001*, Title I, Part A, Section 1111). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for three or more consecutive school years.

Prior to assessment, districts should determine each LEP student's need for assessment accommodations that are most likely to yield accurate and reliable information on what each student knows and can do in the subject(s) being assessed. Such determinations should be made on an individual basis by the LEP team (teachers, counselors, and administrators) with specific knowledge of each student. Decisions should be documented in writing and maintained in each student's permanent file. Factors for consideration include:

- ☐ the student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language.
- ☐ the student's ability to comprehend and appropriately respond to standard test items written in English.
- ☐ the language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested.
- ☐ timing or pacing variations that may assist in English comprehension.
- ☐ responsive variations that may minimize English language limitations.
- ☐ encoding or decoding assistance, including interpreters or translators.

Since every student is different and language abilities and needs vary widely, assessment accommodations will not be applied universally. The LEP team needs to consider what accommodations are needed in classroom instruction and assessment as well as in a secure testing environment.

Questions regarding the provision of assessment accommodations should be directed to  
**Sara Waring at the South Dakota Department of Education**  
at 1-605-773-7286 or [sara.waring@state.sd.us](mailto:sara.waring@state.sd.us).

The following information is not included within the *Stanford Writing Directions for Administering*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

### Standard Accommodations for LEP Students

If it is determined that an LEP student can participate with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. The following standard and nonstandard accommodations should guide LEP teams in making appropriate decisions about accommodations to meet each student's individual educational needs.

Category	Accommodation	Standard Administration	Nonstandard Administration
<b>Scheduling</b>	Time of day	<b>X</b>	
<b>Setting</b>	Small group	<b>X</b>	
	Individual setting	<b>X</b>	
	Environmental modifications: Location with minimal distractions Noise buffers Preferential seating	<b>X</b>	
<b>Presentation Format</b>	Simplify directions	<b>X</b>	
	Written translation of the test		<b>X</b>
	Repeating directions		<b>X</b>
	Interpreting directions		<b>X</b>
<b>Response Format</b>	Visual aids (templates, masks, or markers)	<b>X</b>	
	Oral response in native language interpreted by teacher/examiner		<b>X</b>
	Written response in native language translated into English		<b>X</b>
	Tape-record responses for verbatim translation		<b>X</b>
<b>Other</b>	Use of dictionaries		<b>X</b>
	Use of word lists/glossaries		<b>X</b>

The following information is not included within the *Stanford Writing Directions for Administering*.  
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

**Complete LEP Accommodations on the Student Response Booklet**

Following the *Stanford Writing* assessment, teachers/examiners should complete the “OTHER INFORMATION” section of the *Stanford Writing* student response booklet according to the type of accommodation(s) provided. For students classified as limited English proficient (LEP) who are tested with standard accommodations, grid circle “1” in Column C of the “OTHER INFORMATION” grid.

LEP—WITHOUT accommodations	Do Not Grid	Do Not Grid
LEP—with standard accommodations	Column C	Grid circle “1”

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

LEP student—accommodations/  
standard administration

For LEP students considered to be special education students (those who could be covered by an IEP or 504 Plan), see the “Complete IEP and Section 504 Plan Information in the Response Booklet” section on page 17 for more information.

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The following information is not included within the *Stanford Writing Directions for Administering*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

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### **Assessment Accommodations for Students with Disabilities**

The *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA 2004) requires the development of policies and procedures for the inclusion of students with disabilities in statewide and districtwide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the child to participate in assessments. A student who is perceived as having a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Test coordinators are urged to plan ahead for the accommodation of students with disabilities.
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Decisions about whether a student participates in the *Stanford Writing* assessment under the prescribed standardized group-testing conditions recommended by Pearson (formerly Harcourt Assessment) or participates with accommodations must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability will participate with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If an IEP team has determined that a student will take an alternate assessment, the student will be assessed using the Writing Alternate Assessment, which is aligned to the South Dakota Extended Content Standards and Alternate Achievement Descriptors approved 11/19/2007. This assessment will be delivered and administered with the Dakota STEP-A assessment.

Questions regarding the provision of assessment accommodations for <i>Stanford Writing</i> should be directed to <b>Beth Gordon at the South Dakota Department of Education</b> at 1-605-773-4698 or <a href="mailto:elizabeth.gordon@state.sd.us">elizabeth.gordon@state.sd.us</a> .
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Questions regarding the administration of the Writing Alternate Assessment should be directed to <b>Linda Turner at the South Dakota Department of Education at 1-605-773-6119 or <a href="mailto:linda.turner@state.sd.us">linda.turner@state.sd.us</a></b> .
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The following information is not included within the *Stanford Writing Directions for Administering*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

### Standard Accommodations for Students with Disabilities

If it is determined that a student will participate in the *Stanford Writing* assessment with accommodations, the student's IEP or Section 504 team must specifically indicate the type and extent of accommodations that will be provided. A student's IEP or Section 504 team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. The following standard accommodations should guide IEP or Section 504 teams in making appropriate decisions about accommodations to meet each student's individual educational needs.

Category	Accommodation	Standard Administration
Timing	Multiple test sessions over several days	X
	Extended time	X
Scheduling	Time of day	X
	Pacing	X
Setting	Small group	X
	Individual setting	X
	Environmental modifications: Special lighting Adaptive or special furniture Location with minimal distractions Noise buffers Preferential seating Hospital/home administration	X
Presentation Format	Repeating directions	X
	Interpreting directions	X
	Simplifying directions	X
	Securing papers to work area with tape/magnets	X
	Providing cues (arrows, stop signs) on the answer document	X
Response Format	Visual aids: templates, masks, or markers	X
	Amplification equipment (hearing aid, auditory trainer)	X
	Large-diameter pencil, pencil grip, special pencil or pen	X
	Typewriter or word processor (turn off spelling and grammar check)	X
	Braille (transcribed by scribe)	X
	Tape-record responses for verbatim translation	X
Other	Assistive or augmentative technology	Contact the SD DOE for approval

The following information is not included within the *Stanford Writing Directions for Administering*.  
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

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### **Guidelines that Apply to Scribes**

The South Dakota Writing Assessment is a statewide diagnostic test that reports a separate score for:

- ☐ Ideas & Development
- ☐ Organization, Unity, and Coherence
- ☐ Word Choice
- ☐ Sentences & Paragraphs
- ☐ Grammar & Usage
- ☐ Writing Mechanics

Students using the dictation-to-scribe accommodation will not be required to spell every word to the scribe. The student will receive a Writing Mechanics score; therefore, care should be used in the interpretation and reporting of the score as the use of this accommodation may inflate the Writing Mechanics component due to the scribe spelling words correctly. The school should indicate this on the student's score report and discuss the results with his or her parents. If an accurate score in this component is desired, the student will have to indicate the spelling of each word after dictating the entire response, but prior to seeing the transcribed document.

Students using a scribe will be expected to indicate the use of capitalization, punctuation, and paragraph indications in order to receive an appropriate score for Sentences & Paragraphs. To maintain the student's fluency of thought and to allow the student to demonstrate the requisite knowledge and skill in English language arts conventions, the scribe should:

- ☐ allow the student to dictate the entire response without interruption.
- ☐ not prompt the student in any way that would result in a better essay or response.
- ☐ transcribe a draft of the student's recorded or oral response exactly as dictated without including any conventions other than spelling.
- ☐ read or play back the audio recording of the student's response and have the student indicate starting and stopping points for sentences, paragraphs, etc. for the playback, remembering not to prompt or indicate responses to the student.
- ☐ provide the edited transcript to the student to indicate the finished document or additional edits (e.g., paragraph structure, punctuation, capitalization, etc.) to the scribe.
- ☐ edit the final constructed response and transfer it verbatim onto the student's answer document.

### **Qualifications**

- ☐ Scribes should have demonstrated experience in scribing.

### **Before Test Administration**

- ☐ Practice the art of transcribing dictated responses.
- ☐ For an accuracy check, scribes may record the session on audiotape or videotape for playback.



The following information is not included within the *Stanford Writing Directions for Administering*.  
Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

### During Test Administration

- ☐ Scribes must record student responses verbatim.
- ☐ The student should read to himself/herself (unless “read aloud” is an accommodation).
- ☐ The student may respond orally or to an audio recorder, use a typewriter or word processor (turn off spelling and grammar check), or write on a separate sheet.
- ☐ Scribes may not question or correct student responses.
- ☐ Scribes should not coach a student on the meaning of a word.
- ☐ Scribes may not prompt or influence the student in any way that would result in a better response or essay.

### After Test Administration

- ☐ Final transcription of a student’s responses to the scorable answer document should be checked against recording and/or verified with a proctor.
- ☐ The tape, disks, typewritten copies, or other materials recording student responses should be given to the proper administrator following recorded sessions and returned with nonscorable materials.
- ☐ The student’s scores should be canceled if scribing is inappropriately performed.
- ☐ Do not discuss test items or responses with others.
- ☐ Participate in the evaluation process.

### Complete IEP and Section 504 Plan Information in the Response Booklet

Following the administration of the *Stanford Writing* assessment, teachers/examiners should complete the “OTHER INFORMATION” section of students’ *Stanford Writing* response booklets according to the following instructions.

#### Students with an IEP:

IEP—WITHOUT accommodations	Do Not Grid	Do Not Grid
IEP—with standard accommodations	Column I	Grid circle “1”
IEP—participating in the STEP-A Writing	Column I	Grid circle “9”
IEP and LEP—with standard accommodations	Column I	Grid circle “8”

#### Students with a Section 504 Plan:

504 Plan—under standardized group-testing conditions	Column I	Grid circle “5”
504 Plan—with standard accommodations	Column I	Grid circle “6”
504 Plan and LEP—with standard accommodations	Column I	Grid circle “7”

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Students w/IEP—Standard accommodations  
 Students w/504—No accommodations  
 Students w/504—Accommodations/standard administration  
 Students w/504 Plan and LEP—Standard accommodations  
 Students w/IEP and LEP—Standard accommodations  
 Students w/IEP—Alternate assessment required; collecting demographic data only

## Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook/Supplemental Directions for Test Administrators* and the *Stanford Writing Directions for Administering* are adhered to, and be available to answer questions and resolve problems. Utilize the *Report of Test Irregularity* form to document and resolve any test security issues with the South Dakota Department of Education.

## Activities After Administration

### Collect Assessment Materials

Collect all scorable student response booklets and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable response booklets from the non-scorable assessment materials and continue with the verification and organization of the scorable documents.

### Organize Student Response Booklets

As you organize the student response booklets, ensure that:

- ☐ student response booklets have been received from ALL building coordinators and/or teachers/examiners.
- ☐ students' responses have been made with black, soft-lead (No. 2) pencils. Light marks and marks made with colored pencils, ink, or felt-tip pens cannot be properly scored, and these should be marked over with a black, soft-lead (No. 2) pencil.
- ☐ response booklets are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by teachers/examiners or students.
- ☐ the STUDENT NUMBER section is completed and fully gridded on every response booklet without a pre-ID label.
- ☐ student information that is written above the circles in each box of the response booklet is accurately gridded below the information.

### Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of response booklets to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Stanford Writing* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

## Spring 2008 Stanford Writing Administration

GRADE 5 teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' response booklets, paper-banded together, with an SSID sheet on top.

**Test coordinators are to enter the total number of classroom groups and the total number of response booklets (from all grade 5 classrooms) on the Master File Sheet.**

GRADES 7 and 10 teachers/examiners are to complete the information on the paper band and return their students' response booklets. **Test coordinators are to complete an SSID sheet for the total number of grade 7 and grade 10 response booklets for each school and enter the total number of response booklets on the Master File Sheet.**

Complete the SSID sheets as follows:

SIDE 1: (Complete for ALL student response booklets)	
(A) GRADE	Print the grade.
(B) GRADE	Fill in the circle for the grade.
(C) NUMBER OF DOCUMENTS	Fill in the total number of response booklets for each grade by building. The number must be right-justified; enter leading zeros.
(D) SCHOOL NAME	Fill in and grid if completing a blank SSID sheet.
(E) SCHOOL CODE	Fill in and grid if completing a blank SSID sheet.
SIDE 2: (Complete for bundles of grade 5 student response booklets only)	
(F) IF YOU ARE USING THIS SIDE, PLEASE MARK THIS CIRCLE	Fill in this circle.
(G) TEACHER, COUNSELOR OR GROUP NAME	Print name in boxes and fill in circles under each letter.
(H) GROUP CODE (Optional)	Teacher certification number (optional).







## Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit(s)* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add to or change any of the preprinted information on the Master File Sheet. Contact the Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

**Enter the total number of grade 5 classroom groups (each with its own SSID sheet) for each building under the "Number of Groups" column on the Master File Sheet.** Add the total number of response booklets present in all groups and enter the total number of response booklets to be scored under the "Number of Documents" column on the Master File Sheet.

**Use one SSID sheet to bundle the grade 7 and grade 10 response booklets for each building.** Enter "1" for each building under the "Number of Groups" column on the Master File Sheet. Next, enter the total number of documents present in all paper-banded bundles for grade 7 and grade 10 under the "Number of Documents" column on the Master File Sheet.

If no students were tested in a building at a particular grade, enter "0" on the line under each column of the Master File Sheet. Enter the total number of groups and the total number of documents to be scored on the "Totals" lines.

Retain a copy of the completed Master File Sheet for your records.
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An example of a Master File Sheet is provided on the following page.

Example of a *Stanford Writing* Master File Sheet



Harcourt Assessment  
Master File Sheet

Page 1

District: HAPPY HOUSE  
Code: 26001  
Contact: John Doe  
Address: 123 MAIN

ABERDEEN SD 12345  
Telephone: (605) 555-1212

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	05		
2600110	FUN HIGH	10		
2600111	FUN MID	07		

TOTALS:                      \_\_\_\_\_

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program	Est N-Count	

### **Complete the *Order for Optional Scoring Services* Form**

Districts will automatically receive the state package of *Stanford Writing* reports. Remember that optional services such as holistic scoring may be ordered on the *Order for Optional Scoring Services* (OSS) form at the district's expense. When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorized signature before reports can be released. The OSS form for the *Stanford Writing* assessment is included in your *Test Coordinator's Kit* and available on the following pages for reference.

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services* (OSS) form. The completed OSS form should be attached to the Master File Sheet and returned in Box 1 of the SCORABLE response booklets.

Retain a copy of the completed OSS form for your records.



## Example of an *Order for Optional Scoring Services* Form

### *Order for Optional Scoring Services* SOUTH DAKOTA *Stanford Writing Assessment* Spring 2008—Grades 5, 7 and 10

**ALL Districts must complete the *Order for Optional Scoring Services* (OSS) form.**

Attach the completed OSS form to the *Master File Sheet* and return in Box 1 of your shipment of scorable student response booklets. Retain a photocopy for your records.

**District Name:** \_\_\_\_\_

#### OPTIONAL SCORING SERVICES for the South Dakota *Stanford Writing Assessment*:

☐ **YES**—Mark this box if you are ordering optional **HOLISTIC SCORING**.

Mark the Holistic Scoring services box below

☐ **NO**—Mark this box if you are **NOT** ordering Holistic Scoring.

No further information is required except the District name above.

#### DISTRICT INFORMATION:

( ) \_\_\_\_\_  
Phone Number  
\_\_\_\_\_  
District Test Coordinator  
\_\_\_\_\_  
Name of School District  
\_\_\_\_\_  
Street Address (No P.O. Box Number Please)  
\_\_\_\_\_  
City State Zip

#### SEND INVOICE TO:

\_\_\_\_\_  
Name of School District  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
City State Zip  
\_\_\_\_\_  
Purchase Order Number\*  
\_\_\_\_\_  
Authorized Signature Date

☐ **Add Holistic Scoring - \$7.02 per student**

For Districts that wish to have their student response documents scored Holistically in addition to the Analytic scoring provided for the South Dakota *Stanford Writing Assessment* Program. **Cost will be assessed directly to the district.**

**Attach the completed OSS form to the *Master File Sheet* and place in Box 1 of your shipment of scorable materials. All scorable student response booklets for grades 5, 7, and 10 must be included in one shipment in order to prevent possible delays in processing. If you have any questions please contact the Scoring Hotline at (800) 328-5999.**

For Scoring Center Use	Receiving Number	Order Number		Date Received
	Testing Program	Est. N-Count	Edit Number	Cart Number

## Pack Assessment Materials

The Master File Sheet (and the completed OSS form) should be included as the topmost document(s) in Box 1 (or Envelope 1) of your shipment. **The scorable response booklets should be packed by school and grade in the order in which they are listed on the Master File Sheet.** In other words, the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards.

**Scorable response booklets should be returned to Pearson (formerly Harcourt Assessment) using UPS “2nd-Day Air” and ORANGE “Scorable Test Materials” labels.** Complete all information on the ORANGE labels. If more than one envelope or carton is needed, label serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

When packing scorable response booklets, it is acceptable to ship in a single envelope; pack several envelopes in a sturdy carton; use only one carton; or use multiple cartons. Please use cartons or boxes in which the scorable answer documents will not shift, such as the Pearson (formerly Harcourt Assessment) dual-purpose cartons in which you received your test materials. All empty space should be filled with crumpled paper. **DO NOT** use shredded paper or foam “peanuts,” as these will damage the response booklets.

Note

Scorable response booklets must be sent as a SINGLE SHIPMENT to the Scoring Center.  
Do NOT ship SCORABLE response booklets in the same box with NON-SCORABLE materials.

**Non-scorable test materials should be returned to Pearson (formerly Harcourt Assessment) using UPS “GroundTrak” and GREEN “Non-scorable” labels.** Complete all information on the GREEN labels. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Non-scorable materials include:

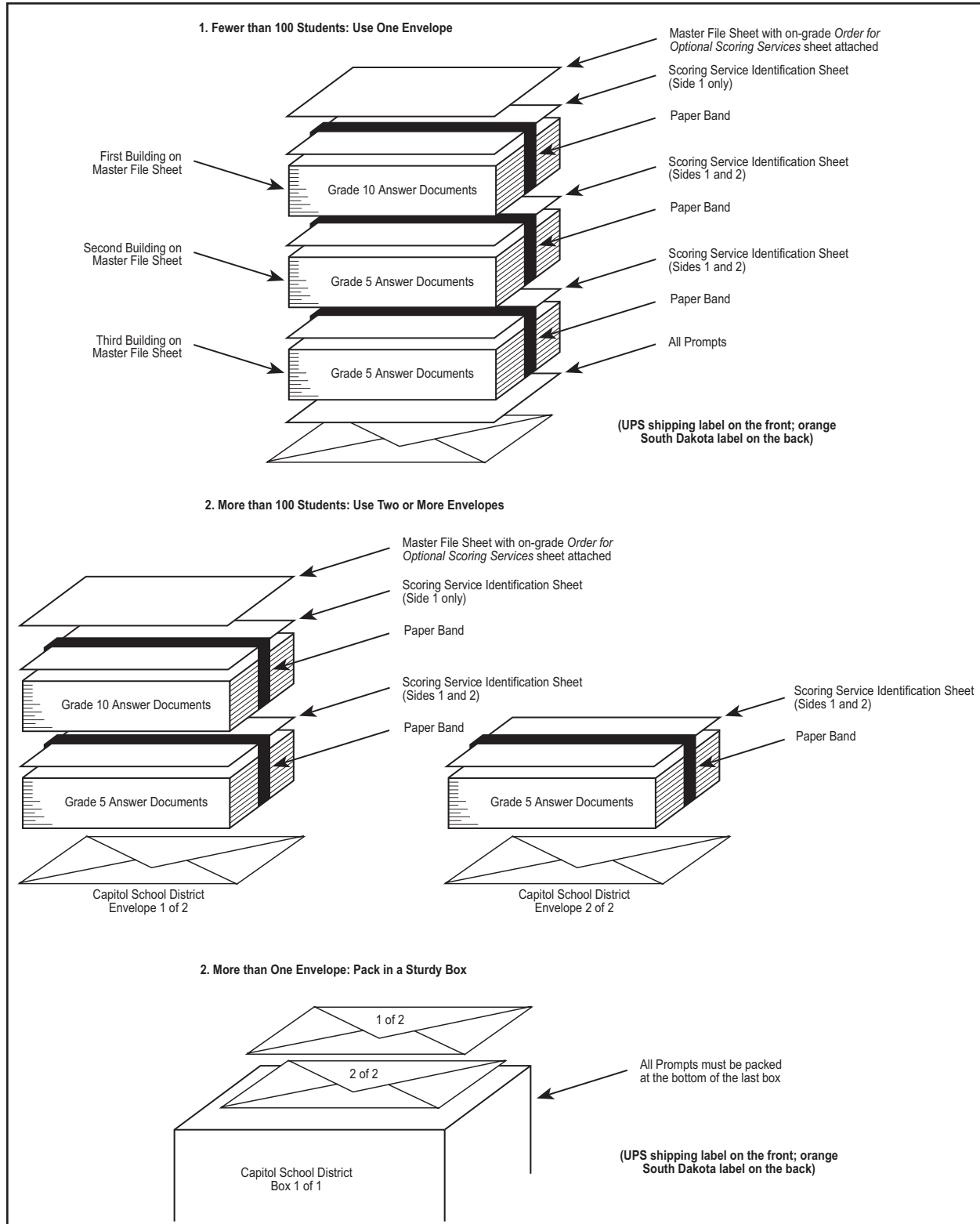
- ☐ ALL used and unused *Stanford Writing* prompts.
- ☐ ALL *Stanford Writing Directions for Administering*.
- ☐ Unused *Stanford Writing* student response booklets.

Unused SSID sheets may be returned to Pearson (formerly Harcourt Assessment) or destroyed at the district/school level.

Complete all information on the labels. If one carton suffices for all grades, label it “Box 1 of 1.” If several cartons are necessary, label them serially. Apply the GREEN return labels to each box containing nonscorable materials.

## ***Stanford Writing Assessment Packing Diagram***

Return scorable response booklets in the order of the buildings listed on the Master File Sheet.



### **Ship Assessment Materials to Harcourt Assessment**

You are responsible for the return of ALL *Stanford Writing* assessment materials via UPS to:

Harcourt Assessment Scoring Center  
19500 Bulverde Road  
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Customer Support Center at 1-800-763-2306 or [customersupportcenter@harcourt.com](mailto:customersupportcenter@harcourt.com).

Contact UPS toll-free to arrange for collection of scorable and non-scorable <i>Stanford Writing</i> materials at 1-800-214-0391.
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Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays.

Thank you for your time and effort ensuring the successful administration of the <i>Stanford Writing</i> assessment.
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If you have questions or concerns regarding the *Stanford Writing* assessment, please contact Carla Leingang at 605-773-8196 or [carla.leingang@state.sd.us](mailto:carla.leingang@state.sd.us).

If you have general assessment questions, please contact Gay Pickner at 605-773-3247 or [gay.pickner@state.sd.us](mailto:gay.pickner@state.sd.us).